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ABSTRACT

This document is designed to provide Michigan school districts with suggestions on how to develop and enhance educational programs to meet the needs of students in an interrelated world. Beyond presenting a definition of global/international education and accompanying concerns, the paper suggests resources and procedures for fostering programs that reflect global/international matters--sociological, technological, environmental, economic, and political. The suggestions are directed at educators concerned with all phases of the curriculum, including social studies, arts education, foreign language, language arts, and science. The guide has four main sections: (1) Definition; (2) Goals; (3) Implementation; and (4) Self-Assessment. Three appendices provide: (1) sugested topics for study; (2) examples of global/international themes for various grade levels; and (3) goals of global/multilingual/multicultural education. A 13-item bibliography is included. (DB)

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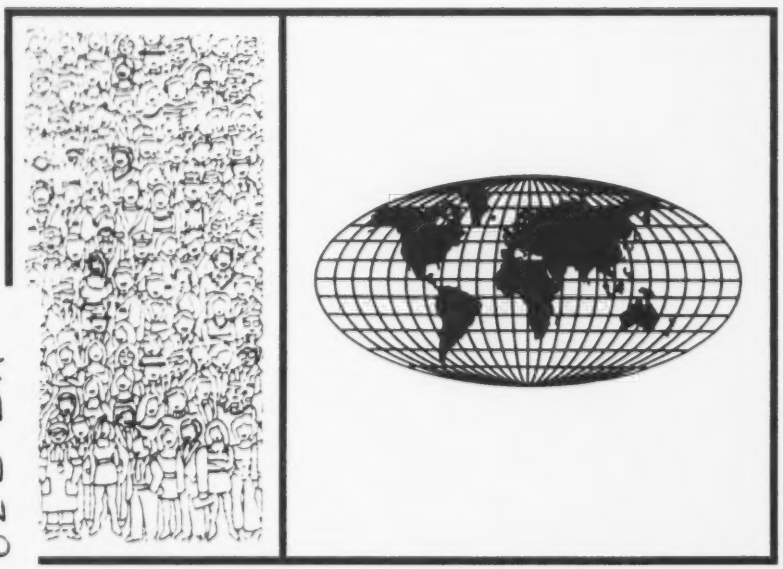

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MICHIGAN STATE BOARD OF EDUCATION
July, 1990

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FOREWORD

The Michigan State Board of Education on December 7, 1977, approved a document entitled Guidelines for Global Education. Included in the guidelines were a definition and rationale for global education and a suggested framework for action. The document was intended to serve as a recommended guide for local school districts to follow as they reviewed and revised, as needed, their educational programs to ensure that they reflected the pluralistic and interdependent nature of the global community.

That document has been widely distributed in Michigan and throughout the United States. Various types of dissemination activities focusing on the topic of global education have been conducted for school administrators, school board members, curriculum directors, teachers, parents, and others.

This document, approved by the State Board of Education on July 18, 1990, represents an important next step in the Board's efforts to provide leadership in the area of global/international education. The information included is intended to help teachers and other educators plan and carry out educational changes that are commensurate with the realities of living in an interdependent world.

It is hoped that educators and others will use these guidelines to ensure that a favorable structure and atmosphere prevails, wherein sound instruction that includes a global/international component exists.

I wish to express my thanks to the core committee that was responsible for developing the document and to those individuals who participated in the review process. The committee members' names are listed in the Appendix.

Donald L. Bemis

July 1990

Donald L. Bemis
Superintendent of Public Instruction

INTRODUCTION

Each day, one is made aware of the increasing interrelatedness of the people who inhabit the globe. Citizens, and educators in particular, must assume the responsibility for educating America's youth to live in a culturally pluralistic and highly interdependent world community. The needs of all humans can best be met through concern for one another, and by a concerted effort to work with people throughout the world to preserve our common humanity. Redfield (1947) eloquently expressed this idea:

> As one comes to understand people who live by institutions and values different from one's own, at the same time one comes to see that these people are, nevertheless, at bottom quite like one's own people. The alien culture at first appears to us as a mask, enigmatic or repugnant. On closer acquaintance we see it as a garment for the spirit; we understand its harmonies and appreciate them. Finally, as acquaintance goes deeper still, we do not see, or for a time forget, the culture, but look only to the common humanity of the men and women beneath. (p. 262)

Cleveland (1986) provided an apt play on words:

> In the USA, the people sooner or later make the policies that guide our actions as a nation. . . . The people are grown-up schoolchildren. . . . Ergo, how we act as a nation depends on what schoolchildren come to know and learn to feel, and therefore how they later act. (p. 416)

This document, Michigan Global/International Education Guidelines, should help school administrators and policymakers develop a curriculum that will make the future generation knowledgeable about the interrelatedness of the world community--a generation that is cognizant of the many cultures, languages, histories, and accomplishments, both artistic and technological, of the world's peoples. Readers familiar with the original Guidelines for Global Education may question the inclusion of the word "international" in the title of this revision. Although the definition statement remains virtually identical to that in the original document, the term "global/international" is meant to be a broader descriptor, which encompasses more than the traditional problems-approach that is often associated with the term "global."

In addition, unlike the original document, which was directed primarily at social studies educators, the present revision includes arts education, foreign language, language arts (which comprises listening, speaking, reading, writing, and critical thinking), and science-related areas of the curriculum under the global/international

umbrella. The scope has been expanded to include extracurricular types of activities, which are often thought to be outside the formal curriculum.

This document is not intended to be a "how-to-do-it" type of manual; rather, it is designed to present local school districts in Michigan with suggestions as to how they might proceed in developing and enhancing their educational programs to meet the needs of students in an interrelated world. Beyond presenting a definition of global/international education and accompanying concerns, it suggests resources and procedures for fostering programs that reflect global/international matters--sociological, technological, environmental, economic, and political.

Americans are no longer able economically, technically, or politically to escape the international aspects of a global society. Although many Americans have some vague notions that they are well-informed about the rest of the world and are generally well-traveled, in fact "North Americans don't really look at the rest of the world very often" (Thurow, 1987). Lester Thurow, Dean of the School of Business Administration at Massachusetts Institute of Technology, reported that a relatively small number of Americans even possess a passport. This would seem to indicate that few Americans plan to travel abroad or that few can afford it. Somehow, educators must cultivate in America's youth a desire to explore the world beyond the borders of the United States.

Historically, the Michigan State Board of Education has encouraged and supported efforts by Michigan schools to develop international education by means of teacher and student exchange programs, teacher education, foreign language programs, student art exchanges, and a variety of opportunities for study abroad at the K-12, undergraduate, graduate, and professional levels. Teacher exchange program agreements have been developed and implemented with Germany, Italy, and Japan. Also, the Michigan-Shiga Japan Sister State Program has been in existence since 1968. The purpose of these programs is to enhance the educational offerings of our schools and to allow exchanges of educational ideas and programs between Michigan and other countries. Funding has been provided for these programs, as well as preservice and inservice education activities.

Michigan maintains 70 sister-city relationships in the international community and has ties with Belize, China, Finland, Japan, Poland, Senegal, and the Union of Soviet Socialist Republics. In addition, much work in the area of global/international education has been accomplished through various statewide committees. For example, the Michigan State Board of Education was the first state board to approve guidelines for global education.

Michigan Department of Education staff, in cooperation with various professional and community groups, are developing global/international student learning goals and objectives in several K-12 curriculum areas. These include arts education, foreign language, language arts, science, and social studies. Some of these areas

overlap; however, the Department sees this overlap as evidence of consensus among educators about priorities and needs, rather than mere duplication. This seeming repetition evidences the integrated concern for problem solving in various subject areas, which takes into account the interdependent nature of a complex world. An ideal instructional situation would be one in which a global/international perspective was integrated into the entire school program.

These guidelines can be implemented in two ways. One approach to global/international education might be to design specific classroom activities that could be used in one or more subject areas, including vocational education, health education, and computer education classes. The emphasis in the development of global/international education is on fostering an interdisciplinary approach among the teachers in each school. Provision should also be made for articulation from grade to grade. However, the choice of whether to attain global/international education objectives by means of infusion into existing courses, or to try a more innovative approach, such as creating interdisciplinary teams within a building, rests with the local school system.

PART I

DEFINITION

Global/international education is the lifelong growth in understanding, through study and participation, of the world community and the interdependence of its people and systems--social, cultural, racial, economic, linguistic, technological, and ecological. Global/international education requires an understanding of the values and priorities of the many cultures of the world, as well as the acquisition of basic concepts and principles related to the world community. Global/international education leads to implementation and application of a global perspective in striving for just and peaceful solutions to world problems.

Rationale

Each day, one is made aware of the fact that the world is becoming smaller. Within a matter of seconds, communication satellites can beam news of archaeological discoveries that put one in touch with the past, the names of recipients of the Nobel Peace Prize, or word of dramatic medical discoveries that affect the global war against disease. Likewise, one can hear of the impact of disasters such as floods, earthquakes, nuclear accidents, toxic-chemical spills, and mining accidents, or news of political changes that affect global relationships. These same satellites can also focus attention on seemingly simple human dramas throughout the world. It is often these simple incidents that make people increasingly aware that they indeed are more similar to than different from their fellow human beings. Of course, communication via satellites is just one of many ways in which Michigan is linked to the rest of the world.

Through such global technology as computer hook-ups, Michigan is linked into daily international banking transactions. Other links, such as energy and food production; population, human-rights, and peace-keeping concerns; technological accomplishments; trade; computer correspondence; and cultural exchange programs, all are reminders that Michigan plays a significant role in global affairs. As a center for the automotive industry, Michigan has played a global role from the early stages of industrialization through the current emphasis on micro-chips and computerization. Michigan's continuing involvement in global affairs is evidenced by the following:

- Thirty-six nations maintain foreign consulates in Michigan.
- More than 12,000 foreign students attend Michigan colleges and universities annually. Their very presence and daily contact with American students provide valuable intercultural learning experiences.

- The International Division of the Michigan Department of Commerce maintains offices in Brussels, Belgium; Lagos, Nigeria; Hong Kong; Tokyo, Japan; and Toronto, Canada.

- As of 1988, Michigan was the home for more than 650 foreign investors employing more than 60,000 people. The trend of increased foreign investment looks bright in Michigan.

- Michigan ranks fourth in the nation in total trade exports.

- Michigan has six full-time international ports within which United States Customs operates. For example, during the regular shipping season, more cargo passes under the Port Huron Blue Water Bridge than through the Panama and Suez Canals combined.

- The Michigan Information Technological Network (MITN) is a television satellite that is working with four advanced engineering colleges and with Michigan businesses, as well. The MITN adds another dimension in reaching America's neighbors in less time, in an effort to share technology and information (Michigan Department of Commerce, International Division, personal communication, 1988).

As can be seen, Michigan already plays an extensive role in global/international affairs. However, this role should be enlarged beyond the special interests of business, politics, and the military. The total community of educators, students, and citizens needs to understand and be involved in the reality of modern technology. One of the side effects of this technology has been the convergence of telecommunications and computer technology, providing a new range of possibilities in America's relationships with others who share the globe, increased leisure time for workers in the next generation, and new types of occupations not yet imagined.

Individuals play many roles during their lifetimes. Education is a continuing process that is designed to prepare students for those roles. Global/international education, in particular, must be an essential part of the general curriculum in order to help students prepare for specific roles. Young people should have the opportunity to participate in a variety of experiences that will enable them to understand better the dynamics of global interdependence in the twenty-first century.

First, global/international education can improve the individual as a voter and/or policymaker. As the Study Commission on Global Education (cited in Kerr, 1987) stated, "Within our democracy the judgments of citizens are the ultimate source of policy and of action. . . . The judgments made will be wiser as citizens are better informed" (p. 14). Thus, citizens of the twenty-first century need to understand the world beyond their own national borders.

Second, the role of economic participants is enhanced by global/international education, whether as producers or consumers of goods in

the global marketplace. Michigan products are exported around the world, and knowledge of consumer lifestyles and preferences can increase sales. Conversely, growing numbers of foreign companies are locating in Michigan and the rest of the United States. Understanding foreign cultures and languages can increase employability.

Third, the global citizen's role as an international representative of the United States can be made more effective through global/international education. Travel opportunities and educational and artistic exchange programs offer American students a first-hand understanding of the world. Knowledge of other cultures, as well as one's own, can produce better "ambassadors."

Finally, global/international education prepares students to be world citizens. A viable rationale for global/international education should emphasize the personal behavior and responsibilities of globally/internationally minded persons. This includes the development of a perspective that reflects as much a concern for their immediate environment as for the global/international sphere we all inhabit, as well as the ability to see the commonality within the diversity represented in our global society.

PART II

GOALS

This section shows how the goals of arts education, foreign language, language arts, science, and social studies can be integrated into a curriculum that works toward a common goal: the development of citizens equipped to live in the twenty-first century. In Becker's (1979) words, "The globalization of human experience is interweaving the destinies of all nations and peoples at an accelerating rate. . . . Our global web of relationships can no longer be ignored" (p. 3).

In The Common Goals of Michigan Education (Michigan State Board of Education, 1980), the fourth Student Learning Goal focuses on students' personal growth in the area of global/international education. The goal states that the school, in conjunction with the family and community, should provide learning experiences that enable students to "acquire the knowledge, skills, and attitudes needed for effective participation in a pluralistic, interdependent, global society" (p. 7). In the same document, the second System Responsibilities Goal Statement indicates that:

> Michigan education must strive to provide adequate and unique services for all students. Specifically it must endeavor to meet the educational needs of such groups as students with language skills other than English through multilingual instruction programs designed to:
>
> 1. help students develop cognitive skills in their native language while they acquire skills in English.
>
> 2. help students achieve in all school subject areas at a rate commensurate with their age, ability, and grade level. (p. 12)

In addition, the Michigan State Board of Education's Policy and Position Statement on Multicultural Education (1979) identifies goals and objectives for multicultural education in Michigan schools. One goal is that the curriculum should help students develop "a desire to contribute to and thrive in a culturally diverse nation and world."

Those responsible for global, multilingual, and multicultural education frequently assume that they are achieving the goals for an area other than the one that is their main instructional responsibility. Often there is a lack of clarity as to similarities and differences in appropriate goals for the three areas. The model in Appendix C is intended to illustrate how global, multilingual, and multicultural education overlap and the primary goals for each area.

What knowledge, skills, and attitudes should the person with a global/international perspective possess?

The person with a global/international perspective should know that:

a. The earth is a fragile planet whose limited finite resources will have to support all future economic development; thus, cooperation and ingenuity on a global scale will be required in using the earth's resources.

b. Cooperation with and respect for peoples of numerous and diverse lifestyles, cultures, and artistic and technological accomplishments enriches rather than diminishes each of us.

c. Common human needs and dreams underlie cultural, national, technological, racial, religious, ethnic, and linguistic differences; respect for these commonalities should unite rather than divide us.

d. What happens **anywhere** in the world determines how **all** of us live, as well as how our actions can affect the entire world.

e. Although **extreme** nationalistic, ethnocentric, and insular behavior in a world divided into numerous cultural, racial, religious, ethnic, socioeconomic, and linguistic groups may be a barrier to peace, **moderate** demeanor supporting one's own family, ethnic group, and nation is compatible with a behavior supporting all humanity and demonstrates empathy with the many diverse groups in the world.

f. War could lead to the destruction of humankind; thus, a comprehensive examination of how war is prevented and peace preserved is essential.

The person with a global/international perspective should act responsibly in his or her role as:

a. A voter and policymaker in both domestic and foreign affairs.

b. An economic participant through production and consumption of goods and services in the global marketplace, as well as a participant in the employer/employee relationship.

c. An international representative of the United States in travel, through educational and artistic exchange programs, and through participation in international trading on the world market.

d. A citizen who respects humanity and aids in the solution of problems that threaten the quality of life for all people.

What should a curriculum with a global/ international perspective entail?

The following goals are examples from the Michigan Department of Education's curriculum documents in the areas of arts education, foreign language, language arts, science, and social studies. These statements are by no means meant to be exhaustive. To gain further insight into the many influences a global/international perspective may have on a curriculum, these guidelines should be used in conjunction with goals and objectives documents from the Michigan Department of Education's Instructional Specialists' Program Unit.

A curriculum that addresses global/international concerns in Michigan schools should provide students with opportunities from each of the following areas of study to:

Arts Education

a. Acquire an understanding and appreciation of the historical, cultural, and social contexts in which the visual and performing arts of our global society have been produced.

b. Develop an understanding and appreciation of the creative process that stimulates the human spirit and serves as a link between past, present, and future.

c. Understand that examining a culture's artifacts is a universal means of investigating, recording, and celebrating significant developments within that culture.

d. Inquire into the nature of the human process of perceiving and ascribing beauty through aesthetic expressions that are meaningful and satisfying to individuals who share a similar cultural experience.

e. Participate in artistic expressions and activities of cultural, racial, and ethnic groups other than their own.

Foreign Languages

a. Develop the skills and attitudes necessary for effective communication and cooperation with people from cultures other than their own who speak languages different from their own, both at home and abroad.

b. Acquire an understanding and appreciation of the histories and cultures of people from various regions of the world.

c. Acquire an understanding of the relationship that exists among language families in our global society.

d. Develop an appreciation of the verbal and nonverbal etiquette that exists in each culture, recognizing that every language and cultural group has a unique set of "rules" governing such behavior.

e. Study at least one foreign language and be able to communicate in it through listening, speaking, reading, and writing.

Language Arts

a. Acquire an appreciation and understanding of the literary contributions of the many diverse cultures in our global society through the study of drama, poetry, and other literary works from a broad spectrum of countries, recognizing that literature is a map of where humanity has been, where it is, and where it is headed.

b. Become cognizant of the commonality of the human experience through the study of literature, which provides the vicarious experiences that encourage the development of empathy with people from a variety of cultures.

c. Develop facility in both written and spoken language, realizing that language carries people's attitudinal messages and thus assumes a great humanizing, empathizing, and predicting role.

d. Become aware that myths, symbols, metaphors, translations, and other forms of expression are all culture oriented and express the process by which human beings make sense of their world.

e. Become aware of how literary works reflect the political and social times in which they were written, as well as the various cultures of the writers who produced them.

f. Develop increased proficiency in thinking, listening, speaking, reading, and writing in their home language.

Science

a. Develop an understanding that science is a basic human enterprise used to understand the world and that scientific communication across national boundaries benefits the global/international society.

b. Become cognizant of both the advantages and disadvantages that technological advancement may bring to a culture.

c. Acquire an appreciation for the intergenerational responsibility of the global/international community in maintaining, protecting, and improving the environment.

d. Develop an appreciation for the interrelatedness of such topics as technological growth, environmental stability, economic expansion, and human- and animal-rights issues.

e. Develop an awareness of the causes and effects of pollution, the uses and abuses of energy, and the global implications of natural disasters.

f. Become involved in global scientific study and space exploration/travel.

Social Studies

a. Acquire knowledge derived from history and geography about persistent global issues such as world hunger, world population growth, energy and resource allotment, world health problems, environmental management, and pollution control, as well as awareness of instances of the denial of human rights.

b. Understand and appreciate the interrelatedness of local and national issues with those confronting the global society--political, economic, environmental, and technological.

c. Understand and appreciate the diversity and commonality of human cultures, customs, levels of technology, human rights, beliefs, religions, and value systems throughout the world.

d. Participate in a sequential study of world geography.

e. Participate in an objective, comparative study of various social, political, and economic systems.

f. Know how to create, analyze, and evaluate alternative futures for the world.

g. Understand some of the issues related to disparities in food consumption between developed and developing nations.

In addition to the foregoing examples of contributions from the formal curriculum, schools and communities should provide opportunities for students and appropriate others to participate in such extracurricular experiences as:

a. Student exchange programs.

b. Professional educational exchange programs involving university educators, school board members, public school teachers, and administrative personnel.

c. Sister-city and sister-school relationships, both formal and informal.

d. Information exchanges among the scientific, business, and industrial communities.

e. Various cultural and arts-related exchanges.

f. School-based activities and fairs involving performances, exhibits, and other activities that promote global and cultural awareness.

g. Study of international labor and business networks, as well as international communication and travel networks.

h. Formulation of strategies to resolve personal, intergroup, and international conflicts.

i. Personal contacts with official and unofficial representatives of other countries.

j. Model United Nations and other international simulations.

k. Celebrations of international days such as U.N. Day, Human Rights Day, and so on.

l. Peace Corps Partnership Program activities.

PART III

IMPLEMENTATION

A school district planning to create a curriculum or to infuse a global/international perspective into the existing curriculum encounters many of the same questions that arise when any change is being considered. Who should be involved? How should they be involved? Where do districts start? Must they throw out the existing curriculum and start over? (Kniep, 1987). These are merely a few of the questions a district must answer to achieve success.

Who should be involved?

To receive support, a program needs the broadest base of involvement possible. The following is a list of persons who might be included in curriculum-planning efforts:

a. School board members, who are accountable for school policies and programs.

b. Administrators and curriculum specialists, who ultimately will be responsible for designing and implementing the plan.

c. Teachers, who will carry out the goals in their classrooms.

d. Members of the community, such as parents, business leaders, local governmental leaders, legislators, religious leaders, and leaders of industry and labor, all of whom can provide valuable input and support due to their influence and possible international connections.

e. Representatives of the higher education community, who may be a valuable resource and also have an important stake in a school system's success.

f. Students, who will be among the major benefactors of any program.

How should they be involved?

The degree and type of involvement of representatives from each of the above-mentioned groups will vary according to the needs of the local district. Impetus for action can come from the bottom; that is, a teacher might develop a program that seems workable, to present to administrators and local school boards for approval. Likewise, the plan may originate in top-level planning sessions of local school boards and administrators and be presented to school staff for their input and consideration. In addition, the thrust for change might be initiated by parent and community efforts. The most important point to

remember is that it does not matter where the initiative and plans originate but that successful implementation requires the commitment, cooperation, and support of all involved. To make global/international education efforts as effective as possible, a cross-section of multiethnic, multiracial, and socioeconomic groups within the community should be involved in planning.

Institutions of higher education may play various roles in global/international education efforts. They might provide valuable inservice programs to prepare staff for implementation. Their expertise is especially needed in measuring changes in students' attitudes toward and perceptions of the world community, the extent of their knowledge of the global community, and the extent of their participation in cross-cultural, international, multiracial, multiethnic, and multilingual activities.

Where should school districts start?

A logical starting place might be for school districts to use the goals outlined in this document, the district's curriculum materials, checklists for evaluating curriculum materials, and guidelines in each subject area provided by the Michigan Department of Education. Personnel from each discipline should examine their own curricula for existing global/international components. Some suggested steps for getting started are:

a. Obtain administrators' support for the idea.

b. Decide who will assume responsibility for coordinating planning and implementation.

c. Identify staff who are willing to work on the project.

d. Carry out a needs assessment to determine areas of strength and weakness in regard to global/international education.

e. Review suggestions provided in this document.

f. Prepare professional staff through adequate inservice, seminars, workshops, and/or other growth opportunities.

g. Locate existing resources within the community.

h. Develop a global/international education model.

i. Establish a monitoring component to the plan, which will provide on-going evaluation.

PART IV

SELF-ASSESSMENT

How might a school district carry out a self-assessment?

Before embarking on any curricular changes, it is helpful for school staff to examine their schools' strengths, deficiencies, and potentials in global/international education. By engaging in such a self-assessment, school staff can obtain a more comprehensive picture of their schools' present and projected global/international education efforts.

The following questions may be used as a guide in assessing the adequacy of global/international education efforts at the elementary, middle/junior high, and senior high school levels:

1. Does the curriculum help students develop a world-centered perspective?

2. Does the curriculum help students understand limitations on natural resources and the need for sound conservation practices?

3. Does the instruction help students understand causes and consequences of change and continuity in a global context?

4. Are interdisciplinary approaches in the area of global/international education encouraged and used?

5. Are students given an opportunity to participate in multicultural, multiracial, and multilingual learning activities?

6. Is instruction provided that enables students to understand their own cultural, ethnic, racial, religious, and national groups?

7. Are students given opportunities to study about and interact with members of cultural, ethnic, racial, religious, and nationality groups other than their own?

8. Is instruction provided that helps students understand the interdependent nature of the world and the concept of a global community?

9. Do students systematically study about problems caused by scientific and technological changes and their varied effects on the world?

10. Are students given opportunities to participate in discussions with individuals who hold various opinions about problems and issues associated with the use and/or misuse of science and technology?

11. Does the curriculum consider similarities and differences among the various cultures within the United States and abroad?

Must school districts throw out the existing curriculum and start over?

Developing an organizational plan for global/international education does not necessarily mean throwing out everything a district is currently doing. Changes should be made within districts, with the active involvement of individuals from the local community. Districts may consider many approaches in planning for the implementation of a global/international perspective throughout the curriculum and in extracurricular areas, as well. The culture of the school and community might be such that an infusion model would be desirable. In such a situation, a global perspective, ideas, and activities could be infused into the existing curriculum. An alternative choice might be some variations of an interdisciplinary approach, using team planning by teachers within buildings. Some writers have viewed global education as part of the entire school curriculum, not just the exclusive domain of the social studies, which has often been the custom (Gilliom & Remy, 1978; Kenworthy, 1978). Jarolimek (cited in Demps, 1983) wrote: "Teaching for world understanding can occur through experiences the child has in music, art, science, literature, reading--in fact, in almost any of the various curricular areas" (p. 17).

Some districts may choose to undertake a more drastic curricular reform, creating a curriculum that represents a K-12 articulation of a global/international perspective within a thematic framework. Multidisciplinary courses reflecting totally new areas and requiring the input of more than one teacher may be desirable. Examples of classroom activities having global perspectives in K-12 courses are included in Appendix A. For a more detailed example of how these and other approaches might be applied across various grade levels, see Frederick A. Staley, "Reforming the Science Curriculum With a Global Perspective," in Next Steps in Global Education: A Handbook for Curriculum Development, edited by Willard M. Kniep (available from American Forum for Global Education, Inc., 45 John Street, Suite 1200, New York, NY 10038).

APPENDICES

APPENDIX A

SUGGESTED TOPICS FOR STUDY

Global/international education should be infused into the total school curriculum. Below are some suggested topics for study and/or activities that may exemplify how such infusion might be accomplished:

Arts Education

- A comparative study of the relationship between artistic expression and cultural beliefs shared by humankind.
- A study of the traditional forms of drama and dance from various countries, emphasizing common themes.
- A study of contributions from the folk art of various cultures.
- A study of music and musical instruments from various countries.
- A study of the roles and international use of the arts to convey ideas in the mass media.

Foreign Language

- A study of the contributions various languages have made to the English language.
- A study of the relationship between and among common language families.
- A study of the cultures and countries in which various languages are spoken, as well as their contributions to the world culture.
- A study of a foreign language, based on written and spoken communication.

Language Arts

- A study of literature produced by people of various cultures.
- An opportunity to cultivate pen pals in other lands.
- Exploration of various global themes, such as human value systems, peace and security issues, human-rights issues, and environmental concerns, through the study of thematically related literature.

Science

- A study of the allocation of the world's natural resources.
- A study of the world food supply in relation to world population distribution.
- A study of the contributions of international personalities in science, medicine, and industry.
- A study of the various environmental issues and problems affecting the globe.

Social Studies

- A comparative study of family structures throughout the world.
- A comparative study of the rights and responsibilities of citizenship in different countries.
- A study of international trade relations.
- A study of multinational corporations.
- A study of international organizations, such as the International Red Cross, the European Economic Community, and the United Nations and its specialized agencies, such as the World Health Organization.

Other Topics

- A study of the use of computers in the field of human medicine and efforts of the international medical research community to find cures for disease.
- A comparative study of the international-networking efforts of the business community and the cultural-orientation programs of multinational corporations.
- An exploration of vocational opportunities that exist in the global marketplace.

APPENDIX B

EXAMPLES OF GLOBAL/INTERNATIONAL THEMES FOR VARIOUS GRADE LEVELS

The following suggested units or topics of study were taken from Kniep (1987, pp. 154-57). A more extensive listing is included in the Kniep handbook.

Grade 1

A unit might focus on the interdependent linkages among various people in social situations and among living and nonliving things in the environment, and how simple mechanical and biological systems comprise component parts that work together.

Grade 6

A unit might focus on interactions among technology, society, and the environment, exploring the effects those interactions have on native cultures in the region.

Grade 12

A unit might focus on the global political/economic arena. Students would explore the roles of nation-states as major actors in the political/economic arena.

Examples of interdisciplinary or multidisciplinary approaches

At the middle school level

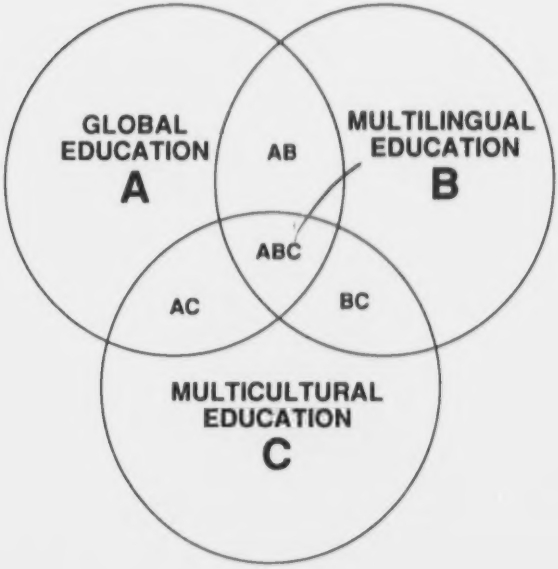
Science and social studies might be integrated into a unit on health, diet, world hunger, and malnutrition.

At the high school level

An integrated unit including literature, art, and history might be developed, focusing on the world political climate during a particular historical period.

APPENDIX C:
GLOBAL/MULTILINGUAL/MULTICULTURAL EDUCATION GOALS

The following model illustrates how global, multilingual, and multicultural education overlap.



The primary goals of global, multilingual, and multicultural education are as follows:

A. GLOBAL EDUCATION. Students should gain:

1. An understanding of the concept of interdependence.

2. An understanding of topics and issues such as:
   - environmental problems,
   - international monetary and trade relations.

. human rights and responsibilities (for a more complete description of global issues and topics see Essential Goals and Objectives for Social Studies Education in Michigan, K-12 (Michigan State Board of Education, 1987).

B. **MULTILINGUAL EDUCATION.** Students should attain:

1. Competency in speaking English (Michigan State Board of Education, 1980).

2. Competence in their native language.

3. Competence in the subject matter, such as science, mathematics, and music.

4. Competence in languages other than their native language.

C. **MULTICULTURAL EDUCATION.** Students should gain:

1. An understanding of the concept of cultural pluralism.

2. The ability to interact positively with people from cultures other than their own.

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